

New York State Common Core Learning Standards Strands: Grade 12 Standards at a Glance

READING For Literature	READING For Information	READING K-5 Foundational Skills
Key Ideas and Details 1. Use evidence from text to support ANALYSIS of implicit and explicit meaning 2. DETERMINE varied themes and multiple ideas from text and ANALYZE development over time. SUMMARIZE objectively 3. ANALYZE author’s treatment and development of setting, plot, character	Key Ideas and Details 1. Use evidence from text to support ANALYSIS of implicit and explicit meaning a. DEVELOP and pose factual, interpretive, and evaluative questions 2. Objectively SUMMARIZE and then ANALYZE development of two or more central themes of texts, how they interact and build upon one another 3. ANALYZE complex ideas or sequence of events. EXPLAIN how individuals, ideas, events interact and develop as text unfolds	Print Concepts 1. DEMONSTRATE understanding of the organization and basic features of print 2. DEMONSTRATE understanding of spoken words, syllables, and sounds 3. KNOW and APPLY grade-level phonics and word analysis skills in decoding words 4. READ with sufficient accuracy and fluency to support comprehension
Craft and Structure 4. DETERMINE meaning and ANALYZE effect of author’s word choice 5. ANALYZE author’s treatment of story structure, meaning, and aesthetics 6. ANALYZE implied vs. stated meaning	Craft and Structure 4. DETERMINE figurative, connotative, and technical meaning of words and phrases in text. ANALYZE how author uses and refines meaning as text unfolds 5. ANALYZE and EVALUATE effectiveness of the structure author uses in exposition and argument 6. DETERMINE author’s point of view. ANALYZE how style and content contribute to power, persuasiveness, beauty of text	
Integration of Knowledge & Ideas 7. ANALYZE multiple interpretations of story, drama and poetry produced by global authors, including those created using varied forms of media 8. Not Applicable to Literature 9. KNOW 18 th -20 th Century foundational works and compare treatment of similar themes and topics within multiple texts from same time period	Integration of Knowledge 7. INTEGRATE and EVALUATE multiple forms of information from varied media in order to address a question 8. DELINEATE and EVALUATE the reasoning in seminal U.S. texts, including application of constitutional principles, use of legal reasoning, arguments used in works of public advocacy 9. ANALYZE 17 th -19 th Century foundational U.S. documents of historical and literary significance for theme, purpose, and rhetorical features. ANNOTATE and ANALYZE texts on topics related to diverse and non-traditional cultures and views	
Range of Reading and Level of Text Complexity 10. READ and COMPREHEND literature of grade-level appropriate complexity	Range of Reading and Level of Text Complexity 10. READ and COMPREHEND grade-level appropriate literary nonfiction	
Responding to Literature 11. INTERPRET, ANALYZE, and EVALUATE varied forms of literature by making connections, developing innovative perspectives, and making informed judgments		

WRITING	SPEAKING AND LISTENING	LANGUAGE
<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. WRITE ARGUMENTS and USE EVIDENCE to support ANALYSIS of substantive topics. INQUIRE into AREAS OF INTEREST to formulate ARGUMENT 2. WRITE INFORMATIVE/EXPLANATORY texts. EXAMINE and CONVEY complex ideas. SELECT, ORGANIZE, ANALYZE content 3. WRITE NARRATIVES to develop real or imagined experiences. ENGAGE readers, USE NARRATIVE TECHNIQUES, ADAPT VOICE, USE LANGUAGE TO ACCOMMODATE VARIOUS CULTURES 	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. INITIATE and PARTICIPATE in range of collaborative discussions with diverse partners, BUILDING on others' ideas and EXPRESSING their own. SEEK TO UNDERSTAND diverse perspectives and cultures 2. INTEGRATE multiple sources of information presented in diverse formats using varied media. EVALUATE credibility and accuracy. NOTE discrepancies in data 3. EVALUATE speaker's point of view, reasoning, and use of evidence. ASSESS stance, premise, links among ideas, word choice, points of emphasis, and tone 	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. DEMONSTRATE COMMAND of conventions of standard English grammar and usage when WRITING and SPEAKING 2. DEMONSTRATE COMMAND of capitalization, spelling, and punctuation when WRITING
<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. PRODUCE writing appropriate to audience, purpose, task 5. DEVELOP and STRENGTHEN writing thorough use of the process and ANALYSIS of what is significant to specific purposes and audiences 6. USE TECHNOLOGY, including the internet to PRODUCE, PUBLISH, UPDATE CONTENT, SEEK AND PROVIDE FEEDBACK, and REVISE 	<p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. PRESENT information, findings, and supporting evidence. CONVEY clear perspective, ENGAGE audience, ADDRESS opposing views. ENSURE that substance and style are appropriate to task, purpose, audience 5. MAKE STRATEGIC USE OF DIGITAL MEDIA. 6. ADAPT speech to a variety of contexts 	<p>Knowledge of Language</p> <ol style="list-style-type: none"> 3. APPLY knowledge of language in different contexts, MAKE PURPOSEFUL choices that attend to meaning and style
<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. CONDUCT short as well as sustained research projects to answer a self-generated question, solve a problem, narrow or broaden inquiry. EXPLORE topics concerning different cultures and viewpoints. 8. GATHER relevant information from multiple authoritative print and digital resources. USE ADVANCE SEARCHES effectively. ASSESS resources. INTEGRATE ideas. AVOID over-reliance on any one source 9. DRAW EVIDENCE from literary or informational texts to support ANALYSIS, REFLECTION, and RESEARCH 		<p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 4. DETERMINE or CLARIFY the meaning of unknown and multiple meaning words 5. DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings 6. ACQUIRE and ACCURATELY USE general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. DEMONSTRATE INDEPENDENCE in gathering vocabulary knowledge
<p>Range of Writing</p> <ol style="list-style-type: none"> 10. WRITE ROUTINELY over extended and shorter time frames for a range of tasks, purposes, and audiences. 		
<p>Responding to Literature</p> <ol style="list-style-type: none"> 11. CREATE INNOVATIVE, INTERPRETIVE and RESPONSIVE texts within various genres to demonstrate sophisticated connections between life and literary work. 		

A note of caution: this snapshot is intended to support those interested in creating a simplified mental-model for the CCLS. In doing so, it may also strip the CCLS of its intended complexity and rigor. This document should never be used in replacement of the CCLS or the work that emerges from unpacking the standards and becoming a fluent user of them.